

Hospitality Practices 2024 v1.2

Applied senior syllabus

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Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at www.qcaa.qld.edu.au/senior/senior-subjects and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

Course overview

Rationale

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Demonstrate practices, skills and processes.

Students identify and reproduce skills in production tasks. These relate to the hospitality industry, effective workplace communication, teamwork and staff attributes, customer expectations, workplace health and safety, and sustainable workplace practices.

2. Interpret briefs.

Students use knowledge of industry practices and production processes to draw meaning from critical features of the brief, specifications and information, and procedures and skills from the hospitality industry.

3. Select practices, skills and procedures.

Students choose and use hospitality industry knowledge and skills to develop responses to briefs. Knowledge and skills relate to equipment, consumables, workplace health and safety, sustainable workplace practices, personal and interpersonal skills, customer expectations, and service skills and procedures to implement a hospitality event.

4. Sequence processes.

Students use knowledge and understanding of industry practices and production processes to decide on the combination and order of processes. Students consider workplace health and safety, team rosters, management of time, cost, and client expectations of quality to implement a brief.

5. Evaluate skills, procedures and products.

Students evaluate skills and procedures to determine their efficiency and effectiveness. They evaluate processes and products by assessing strengths, implications and limitations against specifications to assess whether the brief has been met.

6. Adapt production plans, techniques and procedures.

Students make decisions to adapt production plans, techniques and procedures. They undertake modifications and improvements based on identified strengths, implications and limitations to allow them to fulfil the brief.

Designing a course of study in Hospitality Practices

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

Course structure

Hospitality Practices is an Applied senior syllabus. It contains at least four QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Schools select four units from the unit options provided. They decide the order in which the units will be delivered. Once these decisions have been made, the four units selected and their order of implementation determine which units are considered Units 1–4.

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the [QCE and QCIA policy and procedures handbook](#).

Subject matter

Each unit contains a unit description, unit objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject.

Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.

Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills.

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

Risk management

Schools will need to appropriately manage the risks associated with equipment and materials used in this course of study.

Risk management processes will include safe operating procedures, record-keeping of maintenance and risk assessments for high-risk equipment.

Further information to assist schools with health and safety is available at <https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces>.

Support material to manage risks is available at <https://education.qld.gov.au/initiatives-and-strategies/health-and-wellbeing/workplaces/safety/managing/industrial-technology-design>.

Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

A
The student shows proficient demonstration of practices, skills and processes. They make insightful and justified interpretations of briefs and discerningly select practices, skills and procedures. The student strategically sequences processes and shows insightful and justified evaluation of skills, procedures and products. They make insightful and justified adaptations of plans, techniques and procedures.
B
The student shows efficient demonstration of practices, skills and processes. They make detailed and supported interpretations of briefs and thoroughly select practices, skills and procedures. The student considers how to sequence processes and shows detailed and supported evaluation of skills, procedures and products. They make detailed and supported adaptations of plans, techniques and procedures.
C
The student demonstrates practices, skills and processes. They interpret briefs and select practices, skills and procedures. The student sequences processes and evaluates skills, procedures and products. They adapt plans, techniques and procedures.
D
The student shows rudimentary demonstration of practices, skills and processes. They make narrow and unsupported interpretations of briefs and inconsistently select practices, skills and procedures. The student inconsistently sequences processes and shows narrow and unsupported evaluation of skills, procedures and products. They make narrow and unsupported adaptations of plans, techniques and procedures.
E
The student shows incomplete demonstration of practices, skills and processes. They make statements and partial selections of practices, skills and procedures. The student partially sequences processes and makes statements about evaluation of skills, procedures and products. They make statements about adaptations of plans, techniques and procedures.

Determining and reporting results

Unit 1 and Unit 2

Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards.

Schools report results to the QCAA for students who complete Unit 1 and/or Unit 2. Results are reported as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

Units 3 and 4

Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS).

Schools report instrument results to the QCAA for students enrolled in Units 3 and 4 for each of the four assessments implemented. Where appropriate, schools may also report a not rated (NR).

Schools are also responsible for determining and reporting an A–E final subject result to the QCAA. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E).

Unit options

Unit option A: Culinary trends

In this unit, students explore the hospitality industry through the context of culinary trends. They interpret briefs using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

Unit objectives

1. Demonstrate practices, skills and processes related to culinary trends.
2. Interpret briefs related to culinary trends.
3. Select hospitality industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to culinary trends.

Subject matter

Briefs

- Interpret hospitality briefs to
 - identify the scope and scale of hospitality practical demonstrations and projects, e.g. client needs and wants, ingredient use, sustainability practices
 - investigate culinary trends to produce a menu item
 - plan and deliver an event incorporating culinary trends.

Practices

- Apply knowledge and understanding of
 - hospitality industry practices, including workplace health and safety, marketing, sustainability and communication
 - relevant state and federal legislation and local council regulations, e.g. council permits, equal employment opportunity and anti-discrimination legislation, workplace relations, award agreements, environmental health regulations, industry codes of conduct.

Skills

- Investigate
 - career pathways, opportunities and role descriptions in the hospitality industry, e.g. event planning, tourism, food safety, marketing, production, sales, and food and beverage service
 - culinary trends, e.g. specific ingredients, cultural, local, seasonal
 - factors that influence culinary trends e.g. the media, social media, marketing, religion, culture, climate, technology, the history of the use of native and cultural ingredients, local and visiting customers' expectations and preferences, availability of food and regional specificity, key individuals and groups that promote and inspire trends.
- Select and demonstrate skills required of a hospitality employee, including
 - food and beverage preparation, production and service skills, including portion control, gastronomic aspects (taste, colour, texture, variety), and unit and batch production of menu items to industry standard
 - procedures for setup, venue organisation, and close-down
 - plating skills
 - table service skills
 - literacy, numeracy and communication skills, e.g. interpreting menus, organising table and seating arrangements, handling payments, taking orders, responding effectively to customer complaints
 - effective teamwork and personal skills according to industry expectations, including time management; active participation; active listening; conflict reduction; decision-making; and personal presentation, e.g. hygiene and grooming, dress and uniform requirements.

Processes

- Determine the sequence of processes to
 - investigate a culinary trend to produce a menu item
 - plan and deliver an event incorporating culinary trends.
- Evaluate own and team's skills, procedures and products.
- Make decisions to adapt production plans, techniques and procedures.

Unit option B: Bar and barista basics

In this unit, students explore the hospitality industry through the context of bar and barista basics, including beverage and food production and service. They interpret briefs using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

Unit objectives

1. Demonstrate practices, skills and processes related to bar and barista basics.
2. Interpret briefs related to bar and barista basics.
3. Select hospitality industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to bar and barista basics.

Subject matter

Briefs

- Interpret hospitality briefs to
 - identify the scope and scale of hospitality practical demonstrations and projects, e.g. client needs and wants, venue, beverages, menu and service style
 - investigate trends to produce a menu item suitable for serving in a bar
 - plan and deliver an event incorporating barista and cafe skills.

Practices

- Apply knowledge and understanding of
 - hospitality industry practices, including workplace health and safety, marketing, sustainability and communication
 - relevant state and federal legislation and local council regulations, e.g. council permits, equal employment opportunity and anti-discrimination legislation, workplace relations, award agreements, environmental health regulations, industry codes of conduct
 - different bar and cafe contexts, including the style and fit-out of venues, staffing needs, types of food and beverages served in different contexts (e.g. takeaway food, finger food, alcoholic and non-alcoholic beverages, hot drinks, cold drinks), styles of service (e.g. mobile vendors, counter or table service, home delivery) and current industry trends (e.g. tapas menus, share plates, milk alternatives).

Skills

- Investigate career pathways, opportunities and role descriptions in the hospitality industry related to
 - bar service, e.g. bartender, barback, table attendant
 - barista service, e.g. coffee shops, cafes, espresso bars.
- Select and demonstrate skills required of a bar attendant or barista, including
 - food and beverage preparation, production and service skills, including portion control, gastronomic aspects (taste, colour, texture, variety), and unit and batch production of menu items to industry standard
 - procedures for setup, venue organisation and close-down
 - literacy, numeracy and communication skills, e.g. interpreting menus, organising table and seating arrangements, handling payments, taking orders, responding effectively to customer complaints
 - effective teamwork and personal skills according to industry expectations, including time management; active participation; active listening; conflict reduction; decision-making; and personal presentation, e.g. hygiene and grooming, dress and uniform requirements.
- Select and demonstrate skills required of a bar attendant, including
 - beverage preparation skills and techniques, e.g. built, shaken, muddled, layered, blended
 - beverage presentation skills, e.g. portion control, selection and use of glassware, use of recipes, use of garnishes
 - beverage service skills, e.g. counter service, table service, carrying and unloading trays
 - use of bar equipment, e.g. glassware, non-edible garnishes, utensils, nip measures, cocktail shakers, blenders
- Select and demonstrate skills required of a barista, including
 - calibration, maintenance and use of cafe equipment, e.g. espresso machine, grinder, drip filter machines, capsule machines, pour-over equipment
 - counter service skills.

Processes

- Determine the sequence of processes to
 - investigate trends to produce a menu item suitable for serving in a bar
 - plan and deliver an event incorporating barista and cafe skills.
- Evaluate own and team's skills, procedures and products.
- Make decisions to adapt production plans, techniques and procedures.

Unit option C: In-house dining

In this unit, students learn about in-house dining, which is the practice of providing meals to diners at a venue, such as on board a ship, train or airplane; at an aged-care facility; or at a motel. They understand that meals become an important part of an in-house diner's day. Students recognise that communication is as important in a dining experience as the ingredients, style and cuisine of the food and beverages. They discover that the importance of service in different settings. Students interpret briefs using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

Unit objectives

1. Demonstrate practices, skills and processes related to in-house dining.
2. Interpret briefs related to in-house dining.
3. Select hospitality industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to in-house dining.

Subject matter

Briefs

- Interpret hospitality briefs to
 - identify the scope and scale of hospitality practical demonstrations and projects, e.g. client needs and wants, ingredient use, sustainability practices
 - investigate in-house dining to produce a menu item
 - plan and deliver an in-house dining event.

Practices

- Apply knowledge and understanding of
 - hospitality industry practices, including workplace health and safety, marketing, sustainability and communication
 - relevant state and federal legislation and local council regulations, e.g. council permits, equal employment opportunity and anti-discrimination legislation, workplace relations, award agreements, environmental health regulations, industry codes of conduct.

Skills

- Investigate
 - career pathways, opportunities and role descriptions in the hospitality industry related to in-house dining, e.g. chef, kitchen attendant, sommelier, maître d', room service attendant, passenger attendant
 - the needs and expectations of in-house diners
 - the types of venues that combine accommodation with food and beverage service for in-house diners, e.g. long-distance travel contexts, aged-care facilities
 - menu and service styles relevant to in-house dining, including trolley, table d'hôte, à la carte, buffet, in-room, tray, alternate drop, rotating menus and rotational dining.
- Select and demonstrate skills required of an in-house dining employee, including
 - food and beverage preparation, production and service skills, including portion control, gastronomic aspects (taste, colour, texture, variety), and unit and batch production of menu items to industry standard
 - procedures for setup, venue organisation, and close-down
 - plating skills
 - table and seat service skills
 - literacy, numeracy and communication skills, e.g. interpreting menus, organising table and seating arrangements, handling payments, taking orders, responding effectively to customer complaints
 - effective teamwork and personal skills according to industry expectations, including time management; active participation; active listening; conflict reduction; decision-making; and personal presentation, e.g. hygiene and grooming, dress and uniform requirements.

Processes

- Determine the sequence of processes to
 - investigate in-house dining to produce a menu item
 - plan and deliver an in-house dining event.
- Evaluate own and team's skills, procedures and products.
- Make decisions to adapt production plans, techniques and procedures.

Unit option D: Casual dining

In this unit, students explore the hospitality industry through the context of casual dining. They interpret briefs using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

Unit objectives

1. Demonstrate practices, skills and processes related to casual dining.
2. Interpret briefs related to casual dining.
3. Select hospitality industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to casual dining.

Subject matter

Briefs

- Interpret hospitality briefs to
 - identify the scope and scale of hospitality practical demonstrations and projects, e.g. client needs and wants, budget, menu requirements
 - investigate casual dining to produce a menu item
 - plan and deliver a casual dining event.

Practices

- Apply knowledge and understanding of
 - hospitality industry practices, including workplace health and safety, marketing, sustainability and communication
 - relevant state and federal legislation and local council regulations, e.g. council permits, equal employment opportunity and anti-discrimination legislation, workplace relations, award agreements, environmental health regulations, industry codes of conduct.

Skills

- Investigate
 - career pathways, opportunities and role descriptions in the hospitality industry related to casual dining, e.g. wait staff, short-order cook, busser
 - types of casual dining contexts, e.g. cafes, bistros, buffets, takeaway venues, mobile vendors, soup kitchens
 - types of food and beverages served in casual dining contexts, e.g. finger food, plated, self-serve.
- Select and demonstrate skills required of a casual dining employee, including
 - food and beverage preparation, production and service skills, including portion control, gastronomic aspects (taste, colour, texture, variety), and unit and batch production of menu items to industry standard
 - procedures for setup, venue organisation, and close-down
 - plating skills
 - counter and table service skills
 - literacy, numeracy and communication skills, e.g. interpreting menus, organising table and seating arrangements, handling payments, taking orders, responding effectively to customer complaints
 - effective teamwork and personal skills according to industry expectations, including time management; active participation; active listening; conflict reduction; decision-making; and personal presentation, e.g. hygiene and grooming, dress and uniform requirements.

Processes

- Determine the sequence of processes to
 - investigate casual dining to produce a menu item
 - plan and deliver a casual dining event.
- Evaluate own and team's skills, procedures and products.
- Make decisions to adapt production plans, techniques and procedures.

Unit option E: Formal dining

In this unit, students explore the hospitality industry through the context of formal dining, including beverage and food production and service. They interpret briefs using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

Unit objectives

1. Demonstrate practices, skills and processes related to formal dining.
2. Interpret briefs related to formal dining.
3. Select hospitality industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to formal dining.

Subject matter

Briefs

- Interpret hospitality briefs to
 - identify the scope and scale of hospitality practical demonstrations and projects, e.g. client needs and wants, ingredient use, sustainability practices
 - investigate formal dining to produce a menu item
 - plan and deliver a formal dining event.

Practices

- Apply knowledge and understanding of
 - hospitality industry practices, including workplace health and safety, marketing, sustainability and communication
 - relevant state and federal legislation and local council regulations, e.g. council permits, equal employment opportunity and anti-discrimination legislation, workplace relations, award agreements, environmental health regulations, industry codes of conduct.

Skills

- Investigate
 - career pathways, opportunities and role descriptions in the hospitality industry related to formal dining
 - types of formal dining events (e.g. weddings, celebrations, awards nights) and venues (e.g. hotels, function halls, restaurants)
 - types of service styles used for formal dining, e.g. silver service, à la carte, table d'hôte, alternate drop
- Select and demonstrate skills required of a formal dining employee, including
 - food and beverage preparation, production and service skills, including portion control, gastronomic aspects (taste, colour, texture, variety), and unit and batch production of menu items to industry standard
 - procedures for setup, venue organisation, and close-down
 - plating skills, including techniques used in formal dining
 - table service skills
 - literacy, numeracy and communication skills, e.g. interpreting menus, organising table and seating arrangements, handling payments, taking orders, responding effectively to customer complaints
 - effective teamwork and personal skills according to industry expectations, including time management; active participation; active listening; conflict reduction; decision-making; and personal presentation, e.g. hygiene and grooming, dress and uniform requirements.

Processes

- Determine the sequence of processes to
 - investigate formal dining to produce a menu item
 - plan and deliver a formal dining event.
- Evaluate own and team's skills, procedures and products.
- Make decisions to adapt production plans, techniques and procedures.

Unit option F: Guest services

In this unit, students explore the hospitality industry through the context of guest services. They interpret briefs using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

Unit objectives

1. Demonstrate practices, skills and processes related to guest services.
2. Interpret briefs related to guest services.
3. Select hospitality industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, technique and procedures related to guest services.

Subject matter

Briefs

- Interpret hospitality briefs to
 - identify the scope and scale of hospitality practical demonstrations and projects, e.g. client needs and wants, ingredient use, sustainability practices
 - investigate guest services
 - plan and deliver an event incorporating an area of guest services.

Practices

- Apply knowledge and understanding of
 - hospitality industry practices, including workplace health and safety, marketing, sustainability and communication
 - relevant state and federal legislation and local council regulations, e.g. council permits, equal employment opportunity and anti-discrimination legislation, workplace relations, award agreements, environmental health regulations, industry codes of conduct.

Skills

- Investigate
 - career pathways, opportunities and role descriptions in the hospitality industry related to guest services
 - different types of guests and customers, accommodation departments, events, venues and service styles in the hospitality industry, including
 - roles in each department, e.g. housekeeper, concierge, front desk manager, sous-chef, recreation attendant
 - department roles and their relationships, e.g. food and beverage, front office, housekeeping, cafe and bar, front office, concierge
 - accommodation-based venues, e.g. hotels, resorts and visitor attractions, cruise ships, bed and breakfasts
 - food service styles, e.g. room service, buffet, table d'hôte, à la carte
 - beverage service styles, e.g. onsite bar and cafe service
 - customers and their needs, e.g. tourists, family groups, business and corporate groups.
- Select and demonstrate skills required of a guest services employee, including
 - selected roles in guest services, e.g. concierge, front office, human relations, housekeeping, events, food and beverage, bar and barista, pool attendant, groundskeeper to industry standard
 - guest services skills, e.g. problem-solving, flexibility, attention to detail and customer service literacy, numeracy and communication skills, interpreting instructions, organising workflow, handling equipment, taking bookings, responding effectively to customer complaints
 - effective teamwork and personal skills according to industry expectations, including time management; active participation; active listening; conflict reduction; decision-making; and personal presentation, e.g. hygiene and grooming, dress and uniform requirements.

Processes

- Determine the sequence of processes to
 - investigate guest services
 - plan and deliver an event incorporating an area of guest services.
- Evaluate own and team's skills, procedures and products.
- Make decisions to adapt production plans, techniques and procedures.

Assessment

Assessment A1: Practical demonstration

Students produce and present a menu item related to culinary trends in response to a brief.

Assessment objectives

1. Demonstrate practices, skills and processes related to culinary trends.
2. Interpret a brief related to culinary trends.
3. Select hospitality industry practices, skills and procedures.
5. Evaluate skills, procedures and products.

Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- investigate current culinary trends, e.g. ingredients, cultural, local, seasonal
- produce and present a menu item by
 - selecting industry practices, skills and procedures
 - demonstrating production skills and procedures using relevant equipment and consumables
- document the process by
 - annotating photographs and/or production plans to capture decision-making related to improvements
 - reflecting on the quality of planning processes, production skills and procedures to produce a menu item, including effective use of time, ingredients, equipment and safety.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides students with a brief that must include:

- style of menu item
- dietary requirements
- budget, e.g. per head.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to equipment and ingredients as required to complete the assessment.

Response requirements

Practical demonstration

Practical demonstration: menu item

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> • proficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • insightful and justified interpretation of the brief 	<ul style="list-style-type: none"> • discerning selection of practices, skills and procedures 	<ul style="list-style-type: none"> • insightful and justified evaluation of skills, procedures and products 	A
<ul style="list-style-type: none"> • efficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • detailed and supported interpretation of the brief 	<ul style="list-style-type: none"> • thorough selection of practices, skills and procedures 	<ul style="list-style-type: none"> • detailed and supported evaluation of skills, procedures and products 	B
<ul style="list-style-type: none"> • demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • interpretation of the brief 	<ul style="list-style-type: none"> • selection of practices, skills and procedures 	<ul style="list-style-type: none"> • evaluation of skills, procedures and products 	C
<ul style="list-style-type: none"> • rudimentary demonstration of practices, skills and processes. 	<ul style="list-style-type: none"> • narrow and unsupported interpretation of the brief. 	<ul style="list-style-type: none"> • inconsistent selection of practices, skills and procedures. 	<ul style="list-style-type: none"> • narrow and unsupported evaluation of skills, procedures and products. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment A2: Project

Students plan and deliver an event incorporating culinary trends in response to a brief.

Assessment objectives

1. Demonstrate practices, skills and processes related to culinary trends.
2. Interpret a brief related to culinary trends.
3. Select hospitality industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to culinary trends.

Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- plan and deliver an event by
 - determining the sequence in which processes will be completed
 - selecting industry practices, skills and procedures
 - demonstrating production skills and procedures using relevant equipment and consumables
 - adapting plans, techniques and procedures during delivery to meet the brief requirements
- document the process by
 - annotating photographs and/or production plans to capture decision-making related to improvements
 - reflecting on the quality of own and team's planning processes, production skills and procedures to plan and deliver an event, including effective use of time, ingredients, equipment, safety and working in teams and with customers.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides students with a brief that must include:

- event date, time and venue
- RSVP details
- style of food and beverage service, e.g. two-course table d'hôte menu
- pax, e.g. number of guests, patrons or reservations
- dietary requirements
- budget, e.g. per head.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- The following aspects of the task may be completed as a group
 - planning
 - production.
- Students have access to equipment and ingredients as required to complete the assessment.

Response requirements

Practical demonstration

Practical demonstration: delivery of event

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
<ul style="list-style-type: none"> • proficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • insightful and justified interpretation of the brief 	<ul style="list-style-type: none"> • discerning selection of practices, skills and procedures 	<ul style="list-style-type: none"> • strategic sequencing of processes 	<ul style="list-style-type: none"> • insightful and justified evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • insightful and justified adaptation of plans, techniques and procedures 	A
<ul style="list-style-type: none"> • efficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • detailed and supported interpretation of the brief 	<ul style="list-style-type: none"> • thorough selection of practices, skills and procedures 	<ul style="list-style-type: none"> • considered sequencing of processes 	<ul style="list-style-type: none"> • detailed and supported evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • detailed and supported adaptation of plans, techniques and procedures 	B
<ul style="list-style-type: none"> • demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • interpretation of the brief 	<ul style="list-style-type: none"> • selection of practices, skills and procedures 	<ul style="list-style-type: none"> • sequencing of processes 	<ul style="list-style-type: none"> • evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • adaptation of plans, techniques and procedures 	C
<ul style="list-style-type: none"> • rudimentary demonstration of practices, skills and processes. 	<ul style="list-style-type: none"> • narrow and unsupported interpretation of the brief. 	<ul style="list-style-type: none"> • inconsistent selection of practices, skills and procedures. 	<ul style="list-style-type: none"> • inconsistent sequencing of processes. 	<ul style="list-style-type: none"> • narrow and unsupported evaluation of skills, procedures and products. 	<ul style="list-style-type: none"> • narrow and unsupported adaptation of plans, techniques and procedures. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment B1: Practical demonstration

Students produce and present a menu item suitable for serving in a bar in response to a brief.

Assessment objectives

1. Demonstrate practices, skills and processes related to bar contexts.
2. Interpret a brief related to bar contexts.
3. Select hospitality industry practices and production processes.
5. Evaluate skills, procedures and products.

Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- investigate bar contexts
- produce and present a menu item suitable for serving in a bar by
 - selecting industry practices, skills and procedures
 - demonstrating production skills and procedures using relevant equipment and consumables
- document the process by
 - annotating photographs and/or production plans to capture decision-making related to improvements
 - reflecting on the quality of planning processes, production skills and procedures to produce a menu item, including effective use of time, ingredients, equipment and safety.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides students with a brief that must include:

- style of menu item
- dietary requirements
- budget, e.g. per head.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to equipment and ingredients as required to complete the assessment.

Response requirements

Practical demonstration

Practical demonstration: menu item

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> • proficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • insightful and justified interpretation of the brief 	<ul style="list-style-type: none"> • discerning selection of practices, skills and procedures 	<ul style="list-style-type: none"> • insightful and justified evaluation of skills, procedures and products 	A
<ul style="list-style-type: none"> • efficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • detailed and supported interpretation of the brief 	<ul style="list-style-type: none"> • thorough selection of practices, skills and procedures 	<ul style="list-style-type: none"> • detailed and supported evaluation of skills, procedures and products 	B
<ul style="list-style-type: none"> • demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • interpretation of the brief 	<ul style="list-style-type: none"> • selection of practices, skills and procedures 	<ul style="list-style-type: none"> • evaluation of skills, procedures and products 	C
<ul style="list-style-type: none"> • rudimentary demonstration of practices, skills and processes. 	<ul style="list-style-type: none"> • narrow and unsupported interpretation of the brief. 	<ul style="list-style-type: none"> • inconsistent selection of practices, skills and procedures. 	<ul style="list-style-type: none"> • narrow and unsupported evaluation of skills, procedures and products. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment B2: Project

Students plan and deliver an event using barista and cafe skills in response to a brief.

Assessment objectives

1. Demonstrate practices, skills and processes related to working as a barista.
2. Interpret a brief related to working as a barista.
3. Select hospitality industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to working as a barista.

Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- plan and deliver an event by
 - determining the sequence in which processes will be completed
 - selecting industry practices, skills and procedures
 - demonstrating production skills and procedures using relevant equipment and consumables
 - adapting plans, techniques and procedures during delivery to meet the brief requirements
- document the process by
 - annotating photographs and/or production plans to capture decision-making related to improvements
 - reflecting on the quality of own and team's planning processes, production skills and procedures to plan and deliver an event, including effective use of time, ingredients, equipment, safety and working in teams and with customers.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides students with a brief that must include:

- event date, time and venue
- RSVP details
- style of food and beverage service, e.g. takeaway coffee shop
- pax, e.g. number of guests, patrons or reservations
- dietary requirements
- budget, e.g. per head.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- The following aspects of the task may be completed as a group
 - planning
 - production.
- Students have access to equipment and ingredients as required to complete the assessment.

Response requirements

Practical demonstration

Practical demonstration: delivery of event

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
<ul style="list-style-type: none"> • proficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • insightful and justified interpretation of the brief 	<ul style="list-style-type: none"> • discerning selection of practices, skills and procedures 	<ul style="list-style-type: none"> • strategic sequencing of processes 	<ul style="list-style-type: none"> • insightful and justified evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • insightful and justified adaptation of plans, techniques and procedures 	A
<ul style="list-style-type: none"> • efficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • detailed and supported interpretation of the brief 	<ul style="list-style-type: none"> • thorough selection of practices, skills and procedures 	<ul style="list-style-type: none"> • considered sequencing of processes 	<ul style="list-style-type: none"> • detailed and supported evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • detailed and supported adaptation of plans, techniques and procedures 	B
<ul style="list-style-type: none"> • demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • interpretation of the brief 	<ul style="list-style-type: none"> • selection of practices, skills and procedures 	<ul style="list-style-type: none"> • sequencing of processes 	<ul style="list-style-type: none"> • evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • adaptation of plans, techniques and procedures 	C
<ul style="list-style-type: none"> • rudimentary demonstration of practices, skills and processes. 	<ul style="list-style-type: none"> • narrow and unsupported interpretation of the brief. 	<ul style="list-style-type: none"> • inconsistent selection of practices, skills and procedures. 	<ul style="list-style-type: none"> • inconsistent sequencing of processes. 	<ul style="list-style-type: none"> • narrow and unsupported evaluation of skills, procedures and products. 	<ul style="list-style-type: none"> • narrow and unsupported adaptation of plans, techniques and procedures. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment C1: Practical demonstration

Students produce and present an in-house dining menu item in response to a brief.

Assessment objectives

1. Demonstrate practices, skills and processes related to in-house dining.
2. Interpret a brief related to in-house dining.
3. Select hospitality industry practices, skills and procedures.
5. Evaluate skills, procedures and products.

Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- investigate in-house dining contexts, e.g. long-distance travel, aged-care facilities
- produce and present a menu item by
 - selecting industry practices, skills and procedures
 - demonstrating production skills and procedures using relevant equipment and consumables
- document the process by
 - annotating photographs and/or production plans to capture decision-making related to improvements
 - reflecting on the quality of planning processes, production skills and procedures to produce a menu item, including effective use of time, ingredients, equipment and safety

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides students with a brief that must include:

- style of menu item
- dietary requirements
- budget, e.g. per head.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to equipment and ingredients as required to complete the assessment.

Response requirements

Practical demonstration

Practical demonstration: menu item

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> • proficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • insightful and justified interpretation of the brief 	<ul style="list-style-type: none"> • discerning selection of practices, skills and procedures 	<ul style="list-style-type: none"> • insightful and justified evaluation of skills, procedures and products 	A
<ul style="list-style-type: none"> • efficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • detailed and supported interpretation of the brief 	<ul style="list-style-type: none"> • thorough selection of practices, skills and procedures 	<ul style="list-style-type: none"> • detailed and supported evaluation of skills, procedures and products 	B
<ul style="list-style-type: none"> • demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • interpretation of the brief 	<ul style="list-style-type: none"> • selection of practices, skills and procedures 	<ul style="list-style-type: none"> • evaluation of skills, procedures and products 	C
<ul style="list-style-type: none"> • rudimentary demonstration of practices, skills and processes. 	<ul style="list-style-type: none"> • narrow and unsupported interpretation of the brief. 	<ul style="list-style-type: none"> • inconsistent selection of practices, skills and procedures. 	<ul style="list-style-type: none"> • narrow and unsupported evaluation of skills, procedures and products. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment C2: Project

Students plan and deliver an in-house event in response to a brief.

Assessment objectives

1. Demonstrate practices, skills and processes related to in-house dining.
2. Interpret a brief related to in-house dining.
3. Select hospitality industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to in-house dining.

Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- plan and deliver an event by
 - determining the sequence in which processes will be completed
 - selecting industry practices, skills and procedures
 - demonstrating production skills and procedures using relevant equipment and consumables
 - adapting plans, techniques and procedures during delivery to meet the brief requirements
- document the process by
 - annotating photographs and/or production plans to capture decision-making related to improvements
 - reflecting on the quality of own and team's planning processes, production skills and procedures to plan and deliver an event, including effective use of time, ingredients, equipment, safety and working in teams and with customers.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides students with a brief that must include:

- event date, time and venue
- style of food and beverage service, e.g. two-course table d'hôte menu
- pax, e.g. number of guests, patrons or reservations
- dietary requirements
- budget, e.g. per head.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- The following aspects of the task may be completed as a group
 - planning
 - production.
- Students have access to equipment and ingredients as required to complete the assessment.

Response requirements

Practical demonstration

Practical demonstration: delivery of event

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
<ul style="list-style-type: none"> • proficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • insightful and justified interpretation of the brief 	<ul style="list-style-type: none"> • discerning selection of practices, skills and procedures 	<ul style="list-style-type: none"> • strategic sequencing of processes 	<ul style="list-style-type: none"> • insightful and justified evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • insightful and justified adaptation of plans, techniques and procedures 	A
<ul style="list-style-type: none"> • efficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • detailed and supported interpretation of the brief 	<ul style="list-style-type: none"> • thorough selection of practices, skills and procedures 	<ul style="list-style-type: none"> • considered sequencing of processes 	<ul style="list-style-type: none"> • detailed and supported evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • detailed and supported adaptation of plans, techniques and procedures 	B
<ul style="list-style-type: none"> • demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • interpretation of the brief 	<ul style="list-style-type: none"> • selection of practices, skills and procedures 	<ul style="list-style-type: none"> • sequencing of processes 	<ul style="list-style-type: none"> • evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • adaptation of plans, techniques and procedures 	C
<ul style="list-style-type: none"> • rudimentary demonstration of practices, skills and processes. 	<ul style="list-style-type: none"> • narrow and unsupported interpretation of the brief. 	<ul style="list-style-type: none"> • inconsistent selection of practices, skills and procedures. 	<ul style="list-style-type: none"> • inconsistent sequencing of processes. 	<ul style="list-style-type: none"> • narrow and unsupported evaluation of skills, procedures and products. 	<ul style="list-style-type: none"> • narrow and unsupported adaptation of plans, techniques and procedures. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment D1: Practical demonstration

Students produce and present a casual dining menu item in response to a brief.

Assessment objectives

1. Demonstrate practices, skills and processes related to casual dining.
2. Interpret a brief related to casual dining.
3. Select hospitality industry practices, skills and procedures.
5. Evaluate skills, procedures and products.

Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- investigate casual dining, e.g. venues, sustainability, ordering and menu trends
- produce and present a menu item by
 - selecting industry practices, skills and procedures
 - demonstrating production skills and procedures using relevant equipment and consumables
- document the process by
 - annotating photographs and/or production plans to capture decision-making related to improvements
 - reflecting on the quality of planning processes, production skills and procedures to produce a menu item, including effective use of time, ingredients, equipment and safety.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides students with a brief that must include:

- style of menu item
- dietary requirements
- budget, e.g. per head.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to equipment and ingredients as required to complete the assessment.

Response requirements

Practical demonstration

Practical demonstration: menu item

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> • proficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • insightful and justified interpretation of the brief 	<ul style="list-style-type: none"> • discerning selection of practices, skills and procedures 	<ul style="list-style-type: none"> • insightful and justified evaluation of skills, procedures and products 	A
<ul style="list-style-type: none"> • efficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • detailed and supported interpretation of the brief 	<ul style="list-style-type: none"> • thorough selection of practices, skills and procedures 	<ul style="list-style-type: none"> • detailed and supported evaluation of skills, procedures and products 	B
<ul style="list-style-type: none"> • demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • interpretation of the brief 	<ul style="list-style-type: none"> • selection of practices, skills and procedures 	<ul style="list-style-type: none"> • evaluation of skills, procedures and products 	C
<ul style="list-style-type: none"> • rudimentary demonstration of practices, skills and processes. 	<ul style="list-style-type: none"> • narrow and unsupported interpretation of the brief. 	<ul style="list-style-type: none"> • inconsistent selection of practices, skills and procedures. 	<ul style="list-style-type: none"> • narrow and unsupported evaluation of skills, procedures and products. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment D2: Project

Students plan and deliver a casual dining event in response to a brief.

Assessment objectives

1. Demonstrate practices, skills and processes related to casual dining.
2. Interpret briefs related to casual dining.
3. Select hospitality industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to casual dining.

Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- plan and deliver an event by
 - determining the sequence in which processes will be completed
 - selecting industry practices, skills and procedures
 - demonstrating production skills and procedures using relevant equipment and consumables
 - adapting plans, techniques and procedures during delivery to meet the brief requirements
- document the process by
 - annotating photographs and/or production plans to capture decision-making related to improvements
 - reflecting on the quality of own and team's planning processes, production skills and procedures to plan and deliver an event, including effective use of time, ingredients, equipment, safety and working in teams and with customers.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides students with a brief that must include:

- event date, time and venue
- RSVP details
- style of food and beverage service, e.g. seated lunch or dinner
- pax, e.g. number of guests, patrons or reservations
- dietary requirements
- budget, e.g. per head.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- The following aspects of the task may be completed as a group
 - planning
 - production.
- Students have access to equipment and ingredients as required to complete the assessment.

Response requirements

Practical demonstration

Practical demonstration: delivery of event

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
<ul style="list-style-type: none"> • proficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • insightful and justified interpretation of the brief 	<ul style="list-style-type: none"> • discerning selection of practices, skills and procedures 	<ul style="list-style-type: none"> • strategic sequencing of processes 	<ul style="list-style-type: none"> • insightful and justified evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • insightful and justified adaptation of plans, techniques and procedures 	A
<ul style="list-style-type: none"> • efficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • detailed and supported interpretation of the brief 	<ul style="list-style-type: none"> • thorough selection of practices, skills and procedures 	<ul style="list-style-type: none"> • considered sequencing of processes 	<ul style="list-style-type: none"> • detailed and supported evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • detailed and supported adaptation of plans, techniques and procedures 	B
<ul style="list-style-type: none"> • demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • interpretation of the brief 	<ul style="list-style-type: none"> • selection of practices, skills and procedures 	<ul style="list-style-type: none"> • sequencing of processes 	<ul style="list-style-type: none"> • evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • adaptation of plans, techniques and procedures 	C
<ul style="list-style-type: none"> • rudimentary demonstration of practices, skills and processes. 	<ul style="list-style-type: none"> • narrow and unsupported interpretation of the brief. 	<ul style="list-style-type: none"> • inconsistent selection of practices, skills and procedures. 	<ul style="list-style-type: none"> • inconsistent sequencing of processes. 	<ul style="list-style-type: none"> • narrow and unsupported evaluation of skills, procedures and products. 	<ul style="list-style-type: none"> • narrow and unsupported adaptation of plans, techniques and procedures. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment E1: Practical demonstration

Students produce and present a formal dining menu item in response to a brief.

Assessment objectives

1. Demonstrate practices, skills and processes related to formal dining.
2. Interpret a brief related to formal dining.
3. Select hospitality industry practices, skills and procedures.
5. Evaluate skills, procedures and products.

Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- investigate formal dining contexts, e.g. venues, menus
- produce and present a menu item by
 - selecting industry practices, skills and procedures
 - demonstrating production skills and procedures using relevant equipment and consumables
- document the process by
 - annotating photographs and/or production plans to capture decision-making related to improvements
 - reflecting on the quality of planning processes, production skills and procedures to produce a menu item, including effective use of time, ingredients, equipment and safety.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides students with a brief that must include:

- style of menu item
- dietary requirements
- budget, e.g. per head.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to equipment and ingredients as required to complete the assessment.

Response requirements

Practical demonstration

Practical demonstration: menu item

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> • proficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • insightful and justified interpretation of the brief 	<ul style="list-style-type: none"> • discerning selection of practices, skills and procedures 	<ul style="list-style-type: none"> • insightful and justified evaluation of skills, procedures and products 	A
<ul style="list-style-type: none"> • efficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • detailed and supported interpretation of the brief 	<ul style="list-style-type: none"> • thorough selection of practices, skills and procedures 	<ul style="list-style-type: none"> • detailed and supported evaluation of skills, procedures and products 	B
<ul style="list-style-type: none"> • demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • interpretation of the brief 	<ul style="list-style-type: none"> • selection of practices, skills and procedures 	<ul style="list-style-type: none"> • evaluation of skills, procedures and products 	C
<ul style="list-style-type: none"> • rudimentary demonstration of practices, skills and processes. 	<ul style="list-style-type: none"> • narrow and unsupported interpretation of the brief. 	<ul style="list-style-type: none"> • inconsistent selection of practices, skills and procedures. 	<ul style="list-style-type: none"> • narrow and unsupported evaluation of skills, procedures and products. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment E2: Project

Students plan and deliver a formal dining event in response to a brief.

Assessment objectives

1. Demonstrate practices, skills and processes related to formal dining.
2. Interpret a brief related to formal dining.
3. Select hospitality industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to formal dining.

Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- plan and deliver an event by
 - determining the sequence in which processes will be completed
 - selecting industry practices, skills and procedures
 - demonstrating production skills and procedures using relevant equipment and consumables
 - adapting plans, techniques and procedures during delivery to meet the brief requirements
- document the process by
 - annotating photographs and/or production plans to capture decision-making related to improvements
 - reflecting on the quality of own and team's planning processes, production skills and procedures to plan and deliver an event, including effective use of time, ingredients, equipment, safety and working in teams and with customers.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides students with a brief that must include:

- event date, time and venue
- RSVP details
- style of food and beverage service, e.g. themed event with a table d'hôte menu
- pax, e.g. number of guests, patrons or reservations
- dietary requirements
- budget, e.g. per head.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- The following aspects of the task may be completed as a group
 - planning
 - production.
- Students have access to equipment and ingredients as required to complete the assessment.

Response requirements

Practical demonstration

Practical demonstration: delivery of event

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
<ul style="list-style-type: none"> • proficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • insightful and justified interpretation of the brief 	<ul style="list-style-type: none"> • discerning selection of practices, skills and procedures 	<ul style="list-style-type: none"> • strategic sequencing of processes 	<ul style="list-style-type: none"> • insightful and justified evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • insightful and justified adaptation of plans, techniques and procedures 	A
<ul style="list-style-type: none"> • efficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • detailed and supported interpretation of the brief 	<ul style="list-style-type: none"> • thorough selection of practices, skills and procedures 	<ul style="list-style-type: none"> • considered sequencing of processes 	<ul style="list-style-type: none"> • detailed and supported evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • detailed and supported adaptation of plans, techniques and procedures 	B
<ul style="list-style-type: none"> • demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • interpretation of the brief 	<ul style="list-style-type: none"> • selection of practices, skills and procedures 	<ul style="list-style-type: none"> • sequencing of processes 	<ul style="list-style-type: none"> • evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • adaptation of plans, techniques and procedures 	C
<ul style="list-style-type: none"> • rudimentary demonstration of practices, skills and processes. 	<ul style="list-style-type: none"> • narrow and unsupported interpretation of the brief. 	<ul style="list-style-type: none"> • inconsistent selection of practices, skills and procedures. 	<ul style="list-style-type: none"> • inconsistent sequencing of processes. 	<ul style="list-style-type: none"> • narrow and unsupported evaluation of skills, procedures and products. 	<ul style="list-style-type: none"> • narrow and unsupported adaptation of plans, techniques and procedures. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment F1: Investigation

Students investigate and evaluate practices, skills and processes related to a role in an area of guest services.

Assessment objectives

1. Demonstrate practices, skills and processes related to guest services.
2. Interpret a brief related to guest services.
4. Sequence processes.
5. Evaluate skills and procedures.

Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- investigate a role in an area of guest services
- document the investigation process and findings, including
 - the industry practices, skills and procedures related to the guest services role
 - how the sequence in which processes related to the guest services role are completed
- evaluate the skills and procedures related to the guest services role.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides students with a brief that must include the area of guest services to be investigated, e.g. concierge, front desk, human resources, housekeeping, activities coordinator.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students have access to information as required to complete the assessment.

Response requirements

Investigation and evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media
- Written: up to 1000 words

Instrument-specific standards

Demonstrate	Interpret	Sequence	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> comprehensive demonstration of knowledge of practices, skills and processes 	<ul style="list-style-type: none"> insightful and justified interpretation of the brief 	<ul style="list-style-type: none"> strategic sequencing of processes 	<ul style="list-style-type: none"> insightful and justified evaluation of skills and procedures 	A
<ul style="list-style-type: none"> consistent demonstration of knowledge of practices, skills and processes 	<ul style="list-style-type: none"> detailed and supported interpretation of the brief 	<ul style="list-style-type: none"> considered sequencing of processes 	<ul style="list-style-type: none"> detailed and supported evaluation of skills and procedures 	B
<ul style="list-style-type: none"> demonstration of knowledge of practices, skills and processes 	<ul style="list-style-type: none"> interpretation of the brief 	<ul style="list-style-type: none"> sequencing of processes 	<ul style="list-style-type: none"> evaluation of skills and procedures 	C
<ul style="list-style-type: none"> rudimentary demonstration of knowledge of practices, skills and processes. 	<ul style="list-style-type: none"> narrow and unsupported interpretation of the brief. 	<ul style="list-style-type: none"> inconsistent sequencing of processes. 	<ul style="list-style-type: none"> narrow and unsupported evaluation of skills and procedures. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Assessment F2: Project

Students plan and deliver an event incorporating an area of guest services in response to a brief.

Assessment objectives

1. Demonstrate practices, skills and processes related to guest services.
2. Interpret a brief related to guest services.
3. Select hospitality industry practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures related to guest services.

Specifications

This task requires students to:

- interpret a brief to identify relevant information, skills and procedures
- plan and deliver an event by
 - determining the sequence in which processes will be completed
 - selecting industry practices, skills and procedures
 - demonstrating production skills and procedures using relevant equipment and consumables
 - adapting plans, techniques and procedures during delivery to meet the brief requirements
- document the process by
 - annotating photographs and/or production plans to capture decision-making related to improvements
 - reflecting on the quality of own and team's planning processes, production skills and procedures to plan and deliver an event, including effective use of time, ingredients, equipment, safety and working in teams and with customers.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides students with a brief that must include:

- event date, time and venue
- RSVP details
- style of food and beverage service, e.g. for a training or promotion event
- pax, e.g. number of guests, patrons or reservations
- dietary requirements
- budget, e.g. per head.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- The following aspects of the task may be completed as a group
 - planning
 - production.
- Students have access to equipment and ingredients as required to complete the assessment.

Response requirements

Practical demonstration

Practical demonstration: delivery of event

Planning and evaluation

Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Instrument-specific standards

Demonstrate	Interpret	Select	Sequence	Evaluate	Adapt	Grade
The student response has the following characteristics:						
<ul style="list-style-type: none"> • proficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • insightful and justified interpretation of the brief 	<ul style="list-style-type: none"> • discerning selection of practices, skills and procedures 	<ul style="list-style-type: none"> • strategic sequencing of processes 	<ul style="list-style-type: none"> • insightful and justified evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • insightful and justified adaptation of plans, techniques and procedures 	A
<ul style="list-style-type: none"> • efficient demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • detailed and supported interpretation of the brief 	<ul style="list-style-type: none"> • thorough selection of practices, skills and procedures 	<ul style="list-style-type: none"> • considered sequencing of processes 	<ul style="list-style-type: none"> • detailed and supported evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • detailed and supported adaptation of plans, techniques and procedures 	B
<ul style="list-style-type: none"> • demonstration of practices, skills and processes 	<ul style="list-style-type: none"> • interpretation of the brief 	<ul style="list-style-type: none"> • selection of practices, skills and procedures 	<ul style="list-style-type: none"> • sequencing of processes 	<ul style="list-style-type: none"> • evaluation of skills, procedures and products 	<ul style="list-style-type: none"> • adaptation of plans, techniques and procedures 	C
<ul style="list-style-type: none"> • rudimentary demonstration of practices, skills and processes. 	<ul style="list-style-type: none"> • narrow and unsupported interpretation of the brief. 	<ul style="list-style-type: none"> • inconsistent selection of practices, skills and procedures. 	<ul style="list-style-type: none"> • inconsistent sequencing of processes. 	<ul style="list-style-type: none"> • narrow and unsupported evaluation of skills, procedures and products. 	<ul style="list-style-type: none"> • narrow and unsupported adaptation of plans, techniques and procedures. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Glossary

The syllabus glossary is available at www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf.

References

Marzano, RJ & Kendall, JS 2007, *The New Taxonomy of Educational Objectives*, 2nd edition, Corwin Press, USA.

———2008, *Designing and Assessing Educational Objectives: Applying the new taxonomy*, Corwin Press, USA.

Version history

Version	Date of change	Information
1.0	January 2023	Released for familiarisation and planning
1.1	August 2023	Released for implementation with minor updates
1.2	January 2024	F1 Investigation: update of Instrument specific standards